

APRIL 2023

HOTLINE

A PUBLICATION OF THE WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS



Putting words into
action—
Executive Director,
Joel Aune.

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Hop into spring and
towards the finish line,
school administrators
and superintendents!

HOTLINE

IN THIS ISSUE OF

HOP INTO SPRING

This edition of *Hotline* includes Executive Director Joel Aune's piece about putting words into action and leading with equity at the forefront. To further develop this idea, you'll find references to WASA's actions and equity statement throughout.

As the school year nears the end, this issue highlights the professional learning opportunities throughout the past few months, as well as ones transpiring in our near future, and movements happening in each of our regions.

At the end, you will find information about your 2023–24 WASA President-elect candidates, Bob Maxwell, Pullman, and Kevin McKay, Selah. Take a look and find out more about who you'll be voting for this August 1–13.

Thank you to Joel Aune, Michelle Whitney, Lisa Cadero-Smith, Bob Maxwell, Joey Castilleja, Suzanne Schmick, Chris Granger, Bryon Bahr, Steve Pemberton, Brian Talbott, Dan Steele, Carmen Greyer, Chris Beals, Mona Johnson, Jennifer Rose, Ingrid Colvard, Kim Fry, Kevin McKay, Mike Nelson, Lisa Gehman, Sheila Chard, and Bella Troiani for your contributions to this issue of *Hotline*.

Do you have an idea for our next issue of *Hotline*? Send an email to Bella Troiani at jtroiiani@wasa-oly.org.

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A MESSAGE FROM WASA PRESIDENT, MICHELLE WHITNEY

Recently, I had the opportunity to spend two days with WASA leaders from across the state. I was struck by how incredibly lucky I am to call myself part of the WASA team. A group of people representative of all of you, who are doing amazing work to influence the lives of the youth in the communities where you live EVEN in the face of extraordinary complexity. Tension, polarization, and toxicity are themes you don't have to look very hard to find. But in the space, I shared with my colleagues, I found something different. I found lighthouses.

Steve Pemberton in the book *The Lighthouse Effect* describes stories of people just like you. People who not only change the lives of others but change the world. He talks about the lighthouse as a symbol of the influence you have in the lives of those around you. He describes the lighthouse as "the tallest structure in the sea; set amid the alternating peaceful and turbulent environment, the lighthouse is noble, selfless, and steady. It requires no recognition and seeks no reward. The lighthouse does not judge or ask how the traveler has come to be in danger; after all, it finds itself in the same storm. The light house has but one mission: guide the journey of the traveler."

In the same way, human lighthouses are steadfast, humble, and unwavering in illuminating the pathway toward hope and optimism. They somehow light the path toward possible in seemingly impossible situations.

So, while I recognize you seek no recognition or reward, you deserve it. In case no one has told you lately, thank you for guiding the journey for those around you finding safety in the midst of the storm. You are valued beyond measure because you lead even when it is hard. You lead in finding optimism, courage, and hope. It is an honor to be a witness to your journey.

Together, we are WASA.

Michelle Whitney
WASA President



A MESSAGE FROM OUR EXECUTIVE DIRECTOR Putting Words into Action



WASA Friends and
Colleagues,

Nearly one year ago, on April 18, the WASA Board adopted an Educational Equity Statement. The

statement leads with: *"Aligned with its mission and beliefs, WASA is committed to leading, serving, and supporting current and aspiring leaders to create systems and equitable learning environments where each and every student can learn and achieve their educational goals and aspirations."*

In reading this issue of *WASA Hotline*, I urge you to view it through the lens of our Educational Equity Statement. Is there evidence of WASA's work and commitment to supporting school district leaders in their efforts to advance educational equity? Are there exemplars from the field that provide clarity for what this work looks like?

Our journey as an association is similar to yours as a school district leader. While we have not fully "arrived" within the context of educational equity, I believe the evidence supports our commitment and progress toward supporting and resourcing WASA members in their work to advance educational equity. In looking to 2023–24, we will continue to challenge ourselves as an association to reach for the ideals articulated in our statements of mission and educational equity.

Our Educational Equity Statement closes with: *"Therefore, WASA believes that Educational Equity, for each and every student, will be attained when barriers are removed throughout the system, ensuring equal access and opportunity for students to achieve successful outcomes. WASA will commit to providing vision, leadership, and support to district leaders as they take action to eradicate gaps that are a result of systemic inequities in our schools. This statement will inform WASA's decision-*

making and future actions as it exerts its voice and influence in the areas of leadership, trust, and advocacy."

Like you, we have already begun planning for next year. As the end of the current school year comes closer and we shift our focus to 2023–24, WASA will continue to challenge ourselves to provide support and leadership that assists all of you in the effort to build systems where all students experience a strong sense of belonging—where all can learn and achieve their educational goals and aspirations.

Keep leading and pressing for excellence and equity. Your persistence has, and will make a difference for the students under your care.

Best Regards,

WASA 2022-23 GOALS AND ACTION STEPS

These goals are grounded in the Association's mission and the core values of Leadership, Trust, and Advocacy. WASA's newly adopted Educational Equity Statement was a prominent driver in the development of these goals and actions. Executive Director Joel Aune and his staff worked throughout the summer to develop tasks for each of the actions to propel implementation of [this year's priorities](#).

LEADERSHIP

Cultivate transformative leaders who model and exert a visible and determined focus on educational equity to effectively lead public education in their communities.

A. Develop pathways for all district-level positions which attract leaders who reflect the diversity of our student populations.

B. Design and deliver professional learning in a format that best supports individual leadership and systems-level improvement to ensure equity and excellence for each student.

C. Leverage the expertise within each administrator by fostering member collaboration to address complex educational challenges.

TRUST

Lead with integrity to build trust and advance cultural competency, diversity, equity, and inclusion to achieve excellence in public education.

A. Build strong relationships with and among WASA members and other stakeholders to develop and sustain ethical, visionary leadership for public schools and the students in them.

B. From a position of equity, communicate and engage through words, actions, and deliverables to build a unified voice among members, partner organizations, and the general public regarding the value of public education and a system where all students can learn and achieve their educational goals and aspirations.

C. Provide service, support, and leadership for WASA members, state agencies, educational organizations, and other stakeholders to eradicate opportunity and achievement gaps that are a result of systemic inequities in our schools.

ADVOCACY

Amplify WASA's voice and influence to champion public education in an inclusive democracy so that each student achieves their educational goals and aspirations.

A. Provide leadership and support for ongoing relationships and engagement with legislators and other policymakers to influence legislation and education policy that promotes diversity, equity, and inclusion, to ensure opportunities for each student to achieve successful outcomes.

B. In a unified, compelling voice, advance and influence budget and policy positions that support the provision of consistent, equitable, and ample resources to all school districts that will ensure fair treatment, equitable access, and opportunity for each student to achieve successful outcomes.

C. Actively influence federal policy to positively impact each student.

[WASA's Educational Equity Statement](#), adopted by the Board last April, articulates WASA's commitment to providing leadership while supporting superintendents and school district leaders as they lead for equity. WASA believes that Educational Equity, for each and every student, will be attained when barriers are removed throughout the system, ensuring equal access and opportunity for students to achieve successful outcomes.

The statement further defines cultural competency, diversity, equity, and inclusion—all essential elements of educational equity. In this issue of Hotline, Yelm Community Schools Assistant Superintendent Lisa Cadero-Smith shares her thinking on diversity...

One of the reasons I love traveling is the joy that comes from immersing myself in the kaleidoscope of human diversity worldwide. I recently returned from a trip to Southeast Asia where Buddhist principles are deeply ingrained in several countries. Buddhism, like many other religions and philosophical traditions, focuses on the importance of treating all living beings with dignity. Buddhists believe that every person possesses an innate dignity independent of external factors such as social status, race, gender, or other aspects of identity. Treating people in this way generates a sense of inner peace and belonging for all, which in turn, creates a more harmonious society. When this dignity principle is applied to our schools, students, families, and staff from diverse backgrounds also experience a sense of belonging, which leads to authentic engagement, deep learning, and overall well-being.

In the book, "[Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation](#)" (2019), authors Floyd Cobb and

John Krownapple provide educational leaders with a blueprint for centering dignity in schools. Cobb and Krownapple draw on the work of Harvard professor and international affairs specialist, Donna Hicks, who defines dignity as "equal human value and worth" and "an internal state of peace that comes with the recognition and acceptance of the value and vulnerability of all living things" (2011). American legal scholar and race expert, John E. Powell, further explains that "belonging means that your well-being is considered and your ability to help design and give meaning to...structures and institutions is realized" (2015). Belonging involves full partnership for all stakeholders, which includes opportunities to co-create, advance alternate viewpoints, and express needs and desires.

Cobb and Krownapple call on educational leaders to intentionally design cultures of dignity in their schools, with the clear understanding that different groups have varying levels of vulnerability based on their identities. The work begins by establishing a

shared vision of inclusion and measurable dignity standards. These actions are followed by administering surveys, engaging focus groups, and conducting empathy interviews to gauge the degree to which people feel appreciated, validated, accepted, and treated fairly in their schools. Data are analyzed to define precise problems of practice, initiate targeted solutions, and provide aligned staff professional development. Ultimately, dignity-centered schools that are thoughtfully crafted to reflect the people they serve, will positively impact student achievement, and prepare students from all backgrounds to thrive in an increasingly interconnected world.



Lisa Cadero-Smith serves as Assistant Superintendent in the [Yelm Community Schools](#). Dr. Smith was a member of WASA's advisory committee that developed the Educational Equity Statement for Board consideration last year.

WASA PLC AT WORK PROJECT JOURNEY IN Pullman Public Schools



Pullman Public Schools is in the second year of the WASA PLC at Work Project. The Professional Learning Community (PLC) journey implements the

vision of personalized learning for all students through a collaborative culture. Following pandemic schooling, we knew our priority needed to be closing the opportunity gaps for all students. The PLC process became the primary initiative focusing the work of educators on the four questions that are the foundational work of Professional Learning Communities (PLCs).

During year one and continuing into year two, we have focused on the "why" of PLCs. Using our data as a backdrop, the PLC process has allowed us to ensure that all students achieve at high levels. Throughout the pandemic, we

identified essential standards and continued to dig deeper in our first year in order to know exactly what standards were the most essential. Now, during year two, we have utilized our late start days for collaborative teams to further refine the essential standards while adding pacing guides and common formative assessments aligned with best instructional Tier 1 practices.

This ongoing, continuous, never-ending process continues to have a profound impact on professional learning, strengthened the collaborative culture, and created a collective responsibility among staff. Discussions are focused on student learning along with the related instruction and assessment. Teachers are engaged in improved achievement for all students by analyzing student data and creating evidence-practices that are aligned with personalized student learning.

Recently, some members of our district guiding coalition had the opportunity to meet with Mike Mattos. One of Mike's many pieces of wisdom was about the importance of celebrating the little steps because it demonstrates that our educators have the courage to do something new. When we look at the huge steps we have ahead of ourselves, we have to celebrate messaging of the why, creating essential standards, and examining evidence of student learning. Creating a Professional Learning Community through the work of collaborative teams is not easy, but our students need us to have the courage to do something new that positively impacts their learning.



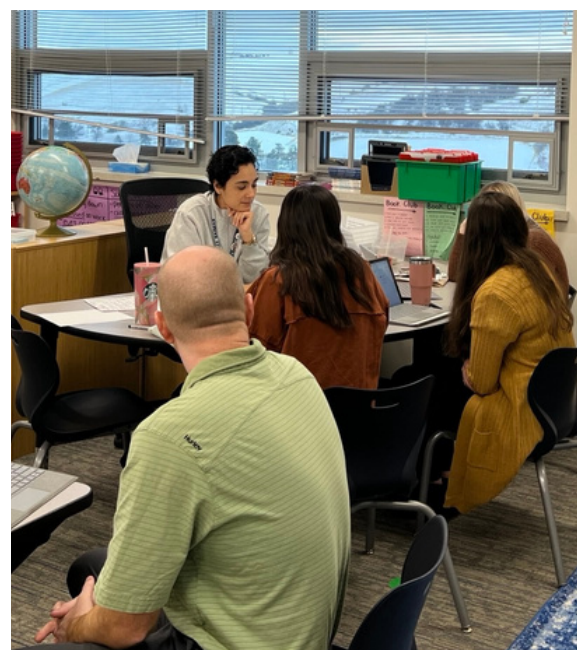
*Bob Maxwell,
Superintendent, and
Roberta Kramer,
Assistant
Superintendent,
Pullman Public Schools*

ENCOURAGE WASA MEMBERSHIP Among Colleagues!

WASA is an amazing opportunity for Washington's school administrators. Our organization is a turnkey wealth of resources and support for administrators in every stage of their careers. As you know, when you are a member of WASA, you are part of a network of

leaders focused on equity, leadership, and advocacy for the schools that ultimately serve our students. It is like having a full-time back office that truly cares about the success of your school systems. I sincerely believe in WASA and those that make up its memberships!

Now is the time to encourage and support others in joining our professional organization. We would welcome new leaders from your district into our great network of leaders. There is no better time than right now to build our WASA membership!



*Dr. Joey Castilleja,
Superintendent,
Mabton School District;
WASA Membership
Committee Chair*



HIGHLIGHTS FROM

WASA Region Presidents

REGION 101

Warm Greetings from Region 101. The 2022–23 school year has opened doors for all our regional meetings to be held in person at the ESD 101 site in Spokane. Nothing can beat the sight and sound of a room full of 59 school district educators sharing information and truly enjoying one another's company. Members unable to attend meetings in person are offered an opportunity to join by Zoom.



Suzanne Schmick, Region 101 President, is Superintendent of the St. John-Endicott Cooperative Schools.

Our thanks go out to our ESD 101 leadership team under the direction of Rob Roettger for his support of our regional meetings and our work together.

"Together We Are Better" has been an underlying theme of our ESD 101 region's work for the year. Highlighting this theme has been our opportunity to learn through our membership book study of "Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation" by Floyd Cobb and John Krownapple. Our study has been led by member Dr. Bob Maxwell of the Pullman Public School system. Our study has challenged us to take action on real "belonging" of all our students. Who can argue with us if our focus is on helping all students belong?

Also, a highlight from ESD 101 have been our opportunities to celebrate with our educational partners like the Invest Ed group, who sponsored a late winter luncheon of recognition at our Spokane ESD site. Members enjoyed the opportunity to learn and give back to the Invest Ed organization, who have served the needs of so many students and schools across the state.

Finally, ESD 101 members look forward to our April luncheon celebrating our WASA Community Service partners. This day always highlights the "best of the best" serving our schools and communities.

"Together, We Truly Are Better."

REGION 108

In Region 108, we began planning activities last spring with a focus on reconnecting our members and increasing participation from WASA members who are not currently serving as Superintendents. There was also a strong desire from our members to lead and collaborate instructionally in the areas of Inclusion/MTSS and equity work that has been happening in districts across Region 108.

As we planned to navigate a school year with anticipated challenges across our area, we knew that communication was also going to be key for district leaders.

We have spent time building collaborative relationships and connection with district leaders throughout the region. In addition, we spent time working as a small group and were blessed to be joined by J. Marie Riche developing communication plans and strategies together for everything from 1:1 discussion to large gatherings.

It has been my honor to serve in the role of President of WASA Region 108. I would like to express my appreciation to my colleagues who have made this such an honor.

To all WASA members, thank you for your work across the great state, and know that educational leaders across Region 108 are representing you well in leading and advocating for the continual improvement of public education in Washington.



Chris Granger, WASA Region 108 President, is the Superintendent of the Blaine School District.

REGION 113

Region 113 encompasses 44 school districts, one Tribal compact school and approved private schools in Thurston, Mason, Grays Harbor, and Pacific counties. Our Region is deeply committed to Closing Gaps, Growing People, Influencing Change, and Supporting Equity Change.

ESD 113 Region has great leaders and the leader of ESD 113 Dana Anderson has decided after months of deliberation and reflection that he would pursue a new opportunity in leadership.

Dana has been appointed as Chief Executive Officer of the cooperative WSIPC Board. Dana has done amazing work in our region and he will truly be missed but we wish him the very best on his new journey. Our region has selected a Dr. Lester "Flip" Herndon as our New superintendent for ESD 113. Dr. Herndon is an accomplished educator with extensive experience in K–12 education. We all look forward to working with him.

Our region is committed to being a voice and a force in change at the Legislature. Our Region has a legislative weekly call for updates and opportunities to help sharpen our legislators' insight into education with the support of WASA leadership.



Bryon Bahr, WASA Region 113 President, is Superintendent of the Rainier School District.

STEVE PEMBERTON REFLECTS

The Lighthouse Effect

The Lighthouse Effect is the simple idea that each day, and each interaction that unfolds over the course of that day, presents an opportunity for us to be a lighthouse for another and to find one for ourselves. I have had the opportunity to speak to many audiences about the Lighthouse Effect principle and for me there is no audience for whom this is more applicable than educators.

The physical structure that is the lighthouse is a timeless architectural marvel that has been with us since ancient times. Technology should have made the need for lighthouses obsolete and yet still they endure. I think the reason for this is that, in many ways, lighthouses represent the absolute best qualities of humanity.

These qualities include:

- Demonstrating Selflessness
- Guiding Others Through Uncertainty
- Being Constant and Consistent
- Turning Doubts into Destinations
- Seeing Possibilities over Circumstances
- Having the Courage to Encourage
- Embodying Innovation
- Empowering and Inspiring Through Example
- Exemplifying A Spirit of Resiliency
- Seeing Beyond the Surface

These qualities also exemplify the way educators show up in the world each and every day. When you think about it, other than your own family members, who are the first to awaken us to these values?

It is those who teach us. I have had the opportunity to ask thousands of people to tell me who their 'human lighthouses' have been and somewhere on just about everyone's list is an educator. Not only do we remember educators, we also know why they are so important to us. We are actually able to assign one of the qualities of the lighthouses to those who have impacted us the most. And as time and life move on, they only grow in significance to us for we realize that our life journey would have been completely different without them.



Steve Pemberton is Chief Human Resources Officer, Workhuman, and Best Selling Author,. Steve is our keynote at WASA Summer Conference.

WASA MISSION STATEMENT

The Washington Association of School Administrators (WASA) is an organization for professional administrators that is committed to leadership:

- Leadership in providing equity and excellence in student learning
- Leadership in developing competent, ethical, and visionary leaders by:
 - Promoting community and legislative support for education
 - Providing member services
 - Offering growth opportunities for leaders



WASA's beliefs are anchored in *Leadership*, *Trust*, and *Advocacy*. WASA is, first and foremost, about *Leadership* for equity and excellence for all students. WASA members exemplify *Trust*, through competence, integrity, and vision. WASA's *Advocacy* efforts focus on building widespread support and a singular voice to secure the resources and policy necessary to advance public education in the state of Washington.

In this issue of Hotline, Superintendent Brian Talbott highlights the second pillar of WASA's Mission Statement—Trust

Trust is written in pencil and the betrayal of it is written in ink.

—Dr. Gene Sementi

When asked to write this little bit on trust, the quote above came immediately to mind. For me, those words define it perfectly. Trust is an ingredient needed for a relationship to begin; it is foundational if that relationship is to grow and thrive. Given the massive responsibilities district leaders are charged with, we have one important opportunity to demonstrate our trustworthiness...each time we act and each time we communicate.

Trust is at the very core of our work and is also a foundational pillar of WASA. From the beginning of my administrative career, I have entrusted this organization as my professional resource for any guidance and/or support I have needed. Through my twenty years of membership, WASA has provided me with personal support through some sticky situations. Though a small agency, WASA represents its 1600 plus members as individuals as well as a collective body. Trust is knowing my colleagues in the other 294 districts and nine ESDs receive this same professional care and service.

As WASA members, how do we reciprocate the foundational aspect of trust with our professional organization?

When we, as school district leaders, act with integrity and intention we are off to a great start. We build on that trust through our active and engaged involvement in our shared beliefs and collective work.

The relationship between WASA and its membership allows for both to have influence over the other...epitomizing a trusting partnership.



Brian Talbott, Superintendent East Valley School District, served as WASA President in 2020-21.

DAN STEELE PROVIDES A 2023 Legislative Update

As this *Hotline* goes to press, the 2023 Legislative Session will be coming to a close. Returning to a “normal” session (that is, leaving the pandemic-caused virtual sessions behind), legislators ramped up the amount of legislation they introduced and turned their focus from COVID to the hundreds of other issues that are typically addressed. Unfortunately, their focus was not on K–12 education and the amount of consequential legislation regarding K–12 education was less than we normally see. Don’t misunderstand—there were hundreds of education-related bills to monitor or actively address. However, with legislators’ focus on issues other than the “paramount duty,” much of the K–12 legislation chipped away at the edges, rather than make comprehensive transformation.

The bad? Legislators did little to address a required review and rebase of the state’s McCleary-era compensation system; they rejected out-of-hand any conversation about enhancing staffing allocations; and they flooded the list of bill introductions with unfunded mandates. The good? Legislators worked the entire session to elevate special education and pupil transportation (our

major priorities); and we were able to scuttle many of those bad and/or unfunded policy bills. As this is being written, the session has not yet closed and the budget has not yet been adopted, so we do not know our level of success; however, things are looking generally positive.

Why did we achieve any success? Credit goes to school administrators who maintained contact with local legislators throughout the session—and responded to the occasional emergency calls to action when your voice in the conversation was critical. Again, we will know soon just how successful we were; however, the impact of school administrator engagement cannot be overstated.

With the 2023 session coming to a close, WASA’s Legislation & Finance Committee is already gearing up to prepare for the 2024 session. We hope the ending of the session will not end your engagement. Rather, the end of this session should be the starting point your engagement in 2024. Connect with your legislators this summer and build your relationships with them, away from the pressure of the legislative session.

Take the opportunity to thank your legislators for what they provided—and explain to them what else is still needed.

To assist your conversations with legislators, WASA staff has already begun preparations for our annual End of Session Report, with a comprehensive review of the outcomes of this session. The Report will include full details of the 2023–25 Operating Budget and the 2023–25 Capital Budget, along with a wide-ranging review of the many education-related bills the Legislature addressed this session. After the governor takes action on bills and the dust settles, the Report will be emailed to all *TWIO* subscribers (and available on the WASA website).



*Dan Steele,
Assistant Executive
Director of WASA
Government Services*

NATIONAL SUPERINTENDENT OF THE YEAR®

Nominations and applications will open for the 2024 National Superintendent of the Year on **May 1, 2024**. This program is designed to recognize the outstanding leadership of active, front-line superintendents. It is not recognition of service at retirement or a program to reward current state or national leaders. Each candidate for the National Superintendent of the Year Award® must first be named by their state association as the State Superintendent of the Year.

Each State Superintendent of the Year is judged on the following criteria:

- **Leadership for Learning**—creativity in successfully meeting the needs of students in his or her school system.
- **Communication**—strength in both personal and organizational communication.
- **Professionalism**—constant improvement of administrative knowledge and skills, while providing professional development opportunities and motivation to others on the education team.

- **Community Involvement**—active participation in local community activities and an understanding of regional, national, and international issues.

The deadline to apply for the 2024 Washington Superintendent of the Year is October 30, 2023. The selected superintendent’s application will then be submitted to the National Superintendent of the Year®. To submit an application or make a nomination, [click here](#). Questions? Contact [Joel Aune](#) or visit the [AASA website](#) for additional questions.

2023 SUPERINTENDENT'S HIGH SCHOOL ART SHOW

WASA is proud to present this year’s WASA art show award to “Under the Stars” by Leila Chavez of Olympia High School.

This year’s Art Show Award’s Ceremony will be in person on May 30, 2023, 1 – 3 p.m. followed by a reception, at Benaroya Hall in Seattle. This year is the 50th Anniversary of the Art Show and will be celebrating the visual and performing arts at this event.

You can view the other exceptional art pieces featured at the Art Show [here](#).



“Under the Stars” by Leila Chavez, Olympia High School, Olympia School District, Papercut.

PORT ANGELES SCHOOL DISTRICT'S JOURNEY TO AN Inclusive Strategic Plan

Every three to five years, school districts devote time and resources to creating strategic plans that guide their work for the years ahead. When we began work on a strategic plan in 2022, Superintendent Marty Brewer wanted to streamline the process to reduce duplicative work in the future. Working closely with the school board and through community partnership, we set out to identify key areas that would drive our focus for student success for many years to come.

Community input was a critical component in identifying our focus areas. The first step in engagement was to survey the Port Angeles community. To get as many perspectives as possible, we made the survey available online and in hard copy in different languages at local schools, the district office, and the public library. Our outreach efforts included email campaigns, press releases, social media posts, and radio and newspaper advertisements. We received 1,118 responses.



After reading and noting every answer, we identified four core areas of emphasis: 1) Communication; 2) Teaching and Learning; 3) Facilities; and 4) Social-Emotional Learning. One subject that was consistent in the majority of responses was equity. Rather than making equity a single area, PASD chose to embed equity as an overarching priority for the entire strategic plan.

To determine how best to support students and staff in the key areas identified, we needed to have meaningful conversations with stakeholders in our community. We enlisted the help of Ann Renker, PhD to facilitate focus groups across Port Angeles. Ann is the Regional Coordinator for the Inclusionary Practices Project at OESD 114 and has over 30 years of experience working in educational systems across the Olympic Peninsula.

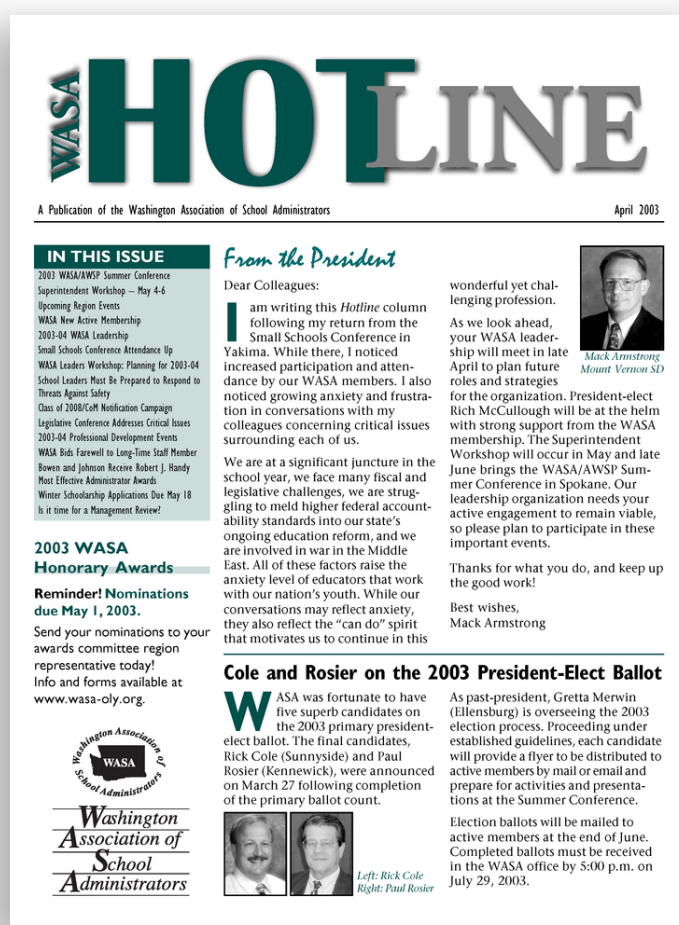
The community attended 22 of these public focus groups with various audiences, including parents, students, school staff, local businesses, retiree associations, service clubs, childcare providers, and community members at large.

Using input and data from the survey and focus groups, school-building and leadership teams gathered and created goals to guide their work within each area. The priorities outlined in the [strategic plan](#) will guide the work for many years to come and help update the goals within these priorities as time passes and the needs of staff and students change. PASD appreciates the community's support and collaboration in creating this strategic plan. Community support improves the quality of our schools, and quality schools help improve the community. The importance of collaborative partnerships cannot be emphasized enough.



Carmen Geyer serves as Communications and Community Relations Coordinator in the [Port Angeles School District](#).

A LOOK BACK AT PAST HOTLINES



WASA *Hotline* was established in 1971 during the legislative session to keep WASA's membership informed about the status of legislation important to schools. Over the years, it became a prominent publication of WASA. This month, we go back twenty years to April 2003, where the *Hotline* included:

- A preview of the 2003 WASA/AWSP Summer Conference
- A program description of the upcoming Superintendent Workshop at Semiahmoo
- A Report on the Small Schools Conference in Yakima
- 2003 Legislative Conference Review, Including Critical Issues and Priorities for the Session

Check out this issue of *Hotline*—you should find it interesting to “step back in time” and visit the issues and challenges of the day, as well as the resources, support, and leadership provided by WASA twenty years ago.

APRIL REMINDERS

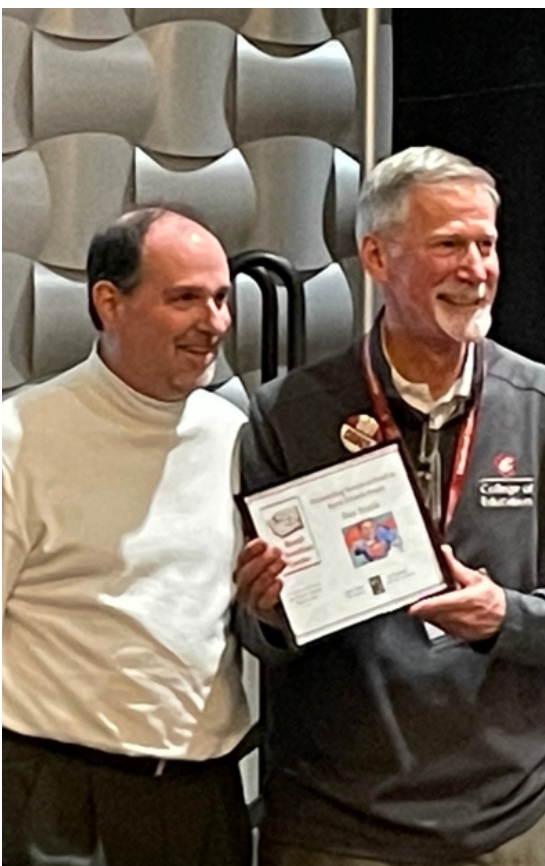
Connect with Us

Be sure to follow us on [Facebook](#), [Instagram](#), and [Twitter](#) for information on upcoming conferences and workshops, legislative news and updates, and school news.

Update Your Profile

If you haven't already, please help us keep our membership directory up to date by taking a moment to upload your photo to your WASA member profile page. Contact Sheila Chard at schard@wasa-oly.org if you have questions or need assistance.

SPRING CONFERENCE FOR SMALL SCHOOL LEADERS 2023



WASA Board of Directors

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President-elect: Mike Villarreal, Hoquiam
Past president: Aaron Leavell, Olympic ESD 114
Secretary: Larry Francois, NCESD 189
Treasurer: Linda McKay, NCESD 171

REGIONS

101 Jake Dingman, Oakesdale
105 Curt Guaglianone, Mount Adams
108 Larry Francois, NWESD 189
109 Chrys Sweeting, Arlington
110 Shaun Carey, Enumclaw
111 Laurie Dent, Sumner-Bonney Lake
112 Nathan McCann, Ridgefield
113 Patrick Murphy, Olympia
114 Dana Rosenbach, North Mason
123 Jim Jacobs, North Franklin
171 Tracey Edou, Cascade

COMPONENTS

BPAC: Melissa Beard, Steilacoom, *Chair*
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 Jeff Snell, Vancouver, *Past-chair*



LIASONS

AASA: Kevin McKay, Selah
 Michelle Price, NCESD 171
 Nathan McCann, Ridgefield
 Krestin Bahr, Peninsula

Higher Ed: Marge Chow, City University

OSPI: Michaela Miller

PESB: Erica Hernandez-Scott

Retirees: Alan Burke

SBE: Susana Reyes, Shoreline

WIAA: Doug Burge, Zillah

ESDs: Aaron Leavell, Olympic ESD 114

Pictured Above

WASA 2022-23
 Board Members
 posing for a photo in their
 most recent meeting.

REGION PRESIDENTS

Region 101 Suzanne Schmick, St. John Endicott
Region 105 Kelly Garza, Wapato
Region 108 Chris Granger, Blaine
Region 109 Chrys Sweeting, Arlington
Region 110 Damien Pattenau, Renton
Region 111 Ron Banner, Clover Park

Region 112 Michael Green, Woodland
Region 113 Byron Bahr, Rainier
Region 114 Marty Brewer, Port Angeles
Region 123 Jim Fry, College Place
Region 171 Tracey Edou, Cascade

WASA BOARD HIGHLIGHTS

February 26, 2023

The Board approved the following:

- Consent Calendar
- February 2023—Comparative Membership Report
 December 2022—WASA Board Minutes
 November 2022—Balance Sheet, Trial, and
 Income Statements

Executive Director's Report included:

- Awards and Scholarship Opportunities
- Region and State Leadership for 2023-24

WASA Assistant Executives provided reports on:

- Legislative Update
- SIRS Management Reviews
- Professional Assistance
- Negotiations Assistance
- PL Quick Facts Since the December Board Meeting
- What's Next in Professional Learning
- Session Update: Legislation and Finance Committee

Action Items:

- WASA President-elect Candidates for 2023-24
- 2023-24 WASA Board Meeting Schedule

Presentation/Discussion Items:

- WASA Leaders Workshop

WASA's next Board meeting will be held on **April 17, 2023**, from 3 – 5 p.m., at the Four Points by Sheraton Seattle Airport South in Des Moines, in conjunction with the WASA Leaders Workshop.

Opportunities for *you*



2023 ERNN REGIONAL WORKSHOPS

Teamwork at the Table:

Planning & Preparation for Successful Bargaining

4/25: SPOKANE 4/26: YAKIMA 4/27: TUMWATER

ERNN REGIONAL WORKSHOPS

8 a.m. – 1 p.m.

Spokane • ESD 101 • April 25, 2023

Yakima • ESD 105 • April 26, 2023

Tumwater • ESD 113 • April 27, 2023

The Fifth Annual 2023 ERNN Regional Conference is designed to provide information to district bargaining team members getting ready for or just starting bargaining. These regional meetings are intentionally later than past years to be closer to the end of the Legislative session for a clearer picture of changes that can affect bargaining. The workshops are one-day events that will be repeated at three locations across the state and districts are encouraged to bring their entire bargaining team to this valuable training. The workshop includes a working lunch.



WOMEN IN LEADERSHIP ANNUAL CONFERENCE

April 29, 2023 | 8:30 a.m. – 3 p.m.

Campbell's Resort on Lake Chelan

The 2023 Women in Leadership Annual Conference: Your Authentic Leadership Gift will feature Julie Jangawala, author of *The Human Side of Changing Education: How to Lead Change with Clarity, Conviction and Courage* and Founder and Executive Director of *The Institute for the Future of Learning*. Participants can expect in depth self-reflection and practical activities and tools to gain clarity and confidence as their most authentic selves—all within the K-12 organizational context.

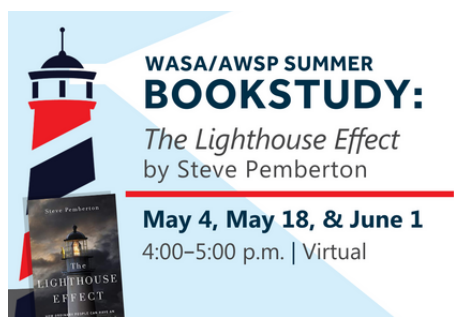


SUPERINTENDENTS CONFERENCE

April 30, 2023 – May 2, 2023

Campbell's Resort on Lake Chelan

This three-day learning experience will feature three amazing keynote speakers: Kim Samuel, Jimmy Casas, and Alyssa Gallagher (read more about these amazing speakers on our website). General sessions and breakout sessions will complement the keynote speakers during this conference!



BOOK STUDY: THE LIGHTHOUSE EFFECT BY STEVE PEMBERTON

May 4, May 18, and June 1, 2023

4 – 5 p.m.

Join us for an amazing book study featuring the book *The Lighthouse Effect* by Steve Pemberton. Steve will be the opening speaker at this year's WASA/AWSP Summer Conference in Spokane in June! Three one-hour sessions will quickly introduce you to a book that can instantly be used with the individuals you lead in your schools and districts! When you register, a copy of *The Lighthouse Effect* will be mailed to you! As an extra bonus, Steve will be joining us for the last session on June 1!



TRANSFORMING THE TREND

THE EVOLUTION OF SEXUAL ASSAULT AND MOLESTATION IN SCHOOLS FROM COMPLACENCY TO PREVENTION AND SURVIVOR-FOCUSED COMPASSION

May 16, 2023 | 8:30 a.m. – 3 p.m.

One Sexual Assault and Molestation (SAM) incident in our schools is too many, yet the numbers continue to rise, and the monetary judgements associated with them jeopardizes future risk-pool coverage. Help transform the trend by learning how to guard against the occurrence of SAM in schools and taking actions that keep victims from being further traumatized should the unthinkable occur. Guest speakers include: Ju'Riese Colon, Charles Leitch, Mer Joyce, and Dorothy Gjerdrum.



WASA/AWSP SUMMER CONFERENCE

LIGHTING THE WAY FOR LEADERSHIP

June 25-27, 2023 | Spokane Convention Center

Preconference | June 24-June 25

WASA and AWSP are excited to announce that the 2023 WASA/AWSP Summer Conference will be held in person in Spokane this June! Join us June 25-27 for an opportunity to network and learn with fellow school leaders.

The 41st WASA/AWSP Summer Conference is a time to shine a light on the accomplishments of the 2022-23 school year and gain insights and ideas for smooth sailing in the year ahead!

This year's theme is "Lighting the Way for Leadership." Sessions will focus on innovation, inclusion belonging, effective teams, social emotional learning, culture, systems, operations, and academic success.

WASA Award Nominations

WASA REGION AND STATE AWARDS NOMINATIONS ARE OPEN

The nomination periods for WASA Region and State Awards are open. Region Awards deadlines vary. Check your Region's deadline to nominate a deserving colleague for their work in education. State Awards nominations close on May 3, 2023. Region and State nomination forms can be found on the WASA website; [click here](#) to make your nomination today!

STATE AWARDS | DEADLINE: MAY 3, 2023

Golden Gavel Award
D.A. Davidson Barbara Mertens Award
Service to WASA Award
WASA Leadership Awards

REGION AWARDS | DEADLINES VARY

Award of Merit
WASA Student Achievement Leadership Award
Community Leadership Award
WASA Student Leadership Award
Twenty-Year Award
Retirement Award

WASA HONORARY AWARDS COMMITTEE

Region 101 Dave Smith, Newport
Region 101 Tracy Poindexter-Canton, NEWESD 101
Region 105 Jinger Haberer, Ellensburg
Region 105 Cassie Gunter, ESD 105
Region 108 Wayne Barrett, Concrete
Region 109 Chrys Sweeting, Arlington
Region 110 Randy Matheson, Renton
Region 110 Renee Hill, PSESD 121

Region 111 Chad Honig, Bethel
Region 111 Sara O'Donnell, Sumner-Bonney Lake
Region 112 Mike Nerland, ESD 112 *Chair
Region 113 Dana Anderson, ESD 113
Region 114 Susan Lathrup, ESD 114
Region 123 Rachel Gwinn, Pomeroy
Region 171 Yvonne Walker, Manson
STATE Kaley VonVolkli, WASA

WASA'S NEWLY ELECTED BOARD MEMBERS

Congratulations to our newly-elected Chair and Chair-elects:



BPAC Chair-elect
Jill Pratt, Rochester



IPAC Chair-elect
Denise Daniels, Fife



Special Education Chair
John Sander, Franklin Pierce



Superintendent Chair-elect
Joey Castilleja, Mabton

New WASA Members

We've welcomed 14 new members since December 2022. Our newest class of WASA members joins nearly 2,000 members from across Washington. Collectively, they represent diverse districts from every corner of Washington State.

Lindsay J. Kent, Central Valley
Jay Tyus, Wilbur
Ann-Monette Dennis, Yakima
Susan Fate, Yakima
Arnold Lewis, Yakima
Janice Nicholson, Edmonds
Jana Parker, Highline
Derek Tucci, Northshore

Timothy J. Stults, Clover Park
Lillie Torres, Fife
Bianca L. Muller, Kelso
Ann Tracey, Cosmopolis
Kirk Marshlain, Lake Chelan
Tiffany Viall, Lake Chelan
Steve Quick, Okanogan



WASA BOOK CORNER



DE-IMPLEMENTATION: CREATING THE SPACE TO FOCUS ON WHAT WORKS

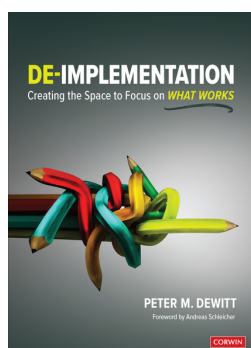
BY PETER M. DEWITT

At a time when the number and speed of initiatives in our profession seems to expand daily, Peter's book provides the nudge to step back and carefully consider our priorities in the work.

Peter's work provides both research and examples of thoughtful implementation, while it offers a roadmap and tools to consider things we might also remove or "de-implement" from our work.

Each chapter is organized with success criteria to make the reading more purposeful, case studies to bring the ideas to life, and discussion questions and tools to help apply the ideas in your own context.

It reads like a conversation and is a resource to come back to over and over as you consider your path to focus more clearly on what works in thoughtful implementation and de-implementenation.



LEADING COLLECTIVE EFFICACY: POWERFUL STORIES OF ACHIEVEMENT AND EQUITY

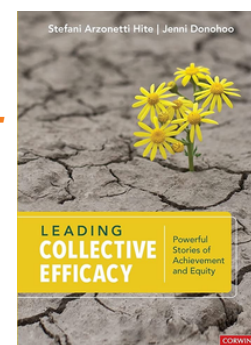
BY STEFANI ARZONETTI HITE
AND JENNI DONOHOO

In our current climate, the impact of our profession can seem under attack and there is sometimes a feeling that we have lost our ability to truly make a difference.

This book, by Jenni Donohoo and her colleague, Stefani Arzonetti Hite, reminds us in very practical ways that the research is clear and attending to developing and nurturing collective efficacy is one of the greatest impacts we can make on student achievement.

From the moment you begin to read this book, you'll find clearly documented research to support the impact of collective efficacy. In addition, through real-life vignettes and anecdotal snippets, you will read about the practical ways that practitioners from all over are attending to the enabling conditions for collective efficacy.

The book provides a clear and actionable model for leading collective efficacy. As you read through this book, you'll be highlighting the research, making notes in the examples provided, and planning ways to use the templates and tools provided in your own work of leading collective efficacy.



*Chris Beals, Director of WASA's
Instructional Leadership Academy*

*You will be able to enjoy Peter and Jenni at a
Preconference session at this year's Summer
Conference in Spokane, June 24, 2023.
Register [HERE](#).*

THE FOUR PIVOTS: REIMAGINING JUSTICE, REIMAGINING OURSELVES

BY SHAWN A. GINWRIGHT, PHD

As P-12 leaders navigating daily, unprecedented complexities in education systems, it is time for us to consider a fundamental shift in our operational principles. Specifically moving toward more relationship-focused, engagement-based pivots in how we think, act, work, and connect with one another. Dr. Shawn Ginwright's book *The Four Pivots* speaks to this need as well as the limitation-based myths and deeply ingrained beliefs that hold leaders back from embracing the notion of healing-centered practices as a critical component to achieving positive, healthy and sustainable system-level change.

Specifically, Dr. Ginwright boldly proposes leaders consider these four revolutionary pivots to cultivate our own growth-mindsets, enhance collective engagement and foster effective leadership practice:

- **Awareness: From Lens to Mirror:** The practice of balancing intellectual knowledge with ongoing personal & professional reflection work.
- **Connection: From transactional to transformative relationships:** The practice of balancing task-oriented interactions with relationship-building opportunities centered on building authentic social emotional connections with one another.
- **Vision: From problem fixing to possibility creating:** The practice of balancing the overwhelming need to problem-solve day-to-day with intentional time to reflect, envision, create, and imagine future possibilities.

- **Presence: From hustle to flow:** The practice of moving from our "addiction to frenzy" & preoccupation with busy-ness toward deeper exploration of what it means to slow down, self-regulate (breathe!) and avoid over-committing. Supplemented with reflections, prompts, cutting-edge research, and Dr. Ginwright's own insights and lived experience, *The Four Pivots* helps us uncover our leadership and relational obstruction points. It shows us how to muster the courage to discover new professional lenses and boldly asserts the need for connection, transformation, trust, wholeness, and healing in systems. This book gives us permission and calls us to consider creating a better future—to acknowledge that broken systems have been predefining our dreams and limiting what we allow ourselves to imagine. Truth is it does not have to be this way. So, are you ready to pivot?

In this book, Dr. Ginwright calls on us to act on four powerful pivots that can enable us to engage in deeper self-reflection about our day-to-day actions and experiences so we can lead happier, healthier, and more meaningful professional and personal lives. He proposes cutting-edge solutions, filled with wisdom daring to surface the courage to open our professional hearts and minds. For leaders on the front line of education this book is a trailblazing resource for those who seek to continuously grow and evolve. For leadership teams it is also an excellent book study resource for those committed to making a day-

to-day difference to increase authentic engagement with self & others overall.

In addition to the previously mentioned, for those leaders courageous enough to give it a try Dr. Ginwright suggests the following practical, reflective strategies to put *The Four Pivots* into motion:

1. At the end of each day, map your emotional self. What were the emotions that you experienced that day? This, over time, allows us to reflect up on and map who we are, what our life is like, and whether we are showing up in the world in the ways we would like.
2. Ask, "Where am I going?" This is a question about who we want to become and where you (and your family, school or community) are going. This helps develop the habit of future thinking & visioning possibilities.
3. Practice your emotional map, the question of who am I? Where am I going? Or who do I want to become in community. True healing happens in community and in turn facilitates well-being.

***This article is a
rerun with corrections.*

*Dr. Mona Johnson,
Executive Director of
System Pathways,
[Olympic ESD 114](#)*



AASA CORNER

RECAP OF THE PARENTS BILL OF RIGHTS

The Parents Bill of Rights Act (PBOR), - a bill intended to give parents more control over their child's education - passed in the House. It has been noted that the bill likely will not make it out of the Senate. You can read AASA's letter in opposition to the bill [here](#).

Read [Part One](#) and [Part Two](#).

OREGON SUPERINTENDENT GUSTAVO BALDERAS TO BE NAMED AASA PRESIDENT-ELECT

Gustavo Balderas, superintendent of the Beaverton School District, has been elected as the 2023-24 president-elect of AASA, The School Superintendents Association, the nation's premier organization representing more than 13,000 public school superintendents nationwide.

Balderas has served as superintendent in Beaverton, Ore., since 2022, after serving as school district leader in Edmonds, Wash., Eugene, Ore. and two California districts. He first joined AASA in 2011.

[View the press release here.](#)

AASA LEARNING 2025 DEMONSTRATION SYSTEM

AASA Learning 2025: Student-Centered, Equity-Focused, Future-Driven Education is a movement that calls for holistic redesign of the public school system by 2025.

The initiative is grounded in the foundational work of the AASA Learning 2025 National Commission, comprised of thought leaders in education, business, community and philanthropy, and is guided by the commission's report, An American Imperative: A New Vision of Public Schools.

WALLACE FOUNDATION EFFECTIVE PRINCIPAL LEADERSHIP RESOURCES

AASA, The School Superintendents Association, and The Wallace Foundation have partnered to work on the Educational Leadership Initiative to develop, test and share useful approaches for training of education leaders.

Wallace's mission is to foster equity and improvements in learning and enrichment for young people, and in the arts for everyone.

[View the partnered resources, including podcast and blog here.](#)

2024 CALL FOR PROPOSALS IS NOW OPEN

On behalf of AASA, The School Superintendents Association, thank you for taking the time to consider submitting a proposal for the 2024 National Conference on Education, February 15-17 in San Diego, CA. AASA is searching for the "best of the best" presenters to engage attendees in conversations around cutting edge trends, issues and solutions in education.

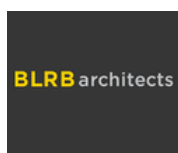
Participation as a presenter will help attendees increase their leadership skills and professional competence, provide for an exchange of ideas and solutions and help attendees address the controversial issues facing today's educators. In doing so, AASA, along with those selected presenters, will create a community of learning that will help America's public school education leaders improve the quality of education for all children. [Submissions are due by 11:59 pm ET on May 31, 2023.](#)

AASA GOVERNING BOARD ELECTIONS

Elections will be held to fill expiring terms for AASA Governing Board positions in May—one from the eastside, one from the westside, and one at-large. The deadline to submit interest in serving on the AASA Governing Board is April 28. Contact [Joel Aune](#) for further information.

THANK YOU, DIAMOND SPONSORS!

Corporate sponsorship has always been an essential element of WASA's ability to provide an exemplary professional learning and networking experience for our members at a reasonable cost. But our sponsors provide more than just resources for WASA to deliver affordable conferences, workshops, institutes, and academies. Our corporate sponsors are true partners, as they view this relationship with you as a unique and altruistic one. Thank you, sponsors!



PROFESSIONAL ASSISTANCE PROGRAM

WASA places a high priority on supporting its members 24 hours a day. WASA executives are experienced, professional colleagues who are available to advise members on situations related to their roles as education leaders. Active WASA members are eligible to access the following through our Professional Assistance Program:

- Advice and Legal Counsel
- Legal Services
- Ethics Assistance
- Conflict Intervention
- Contract Review
- Mentorship

Questions? Please contact Andy Wolf. Andy can be reached at 360.489.3646 or by email at awolf@wasa-oly.org.

JENNIFER ROSE REFLECTS ON WASA'S

Winter Conference Experience

In our highly demanding and dynamic lives in education, and in our individual quests to be continually more effective, we constantly search out learning to solve the issues we face and help us be more effective. Like you, I read a steady stream of articles, watch webinars and videos from experts in the field, talk shop in every hallway I walk down, with the goal of making sense of the massive amount of information to bring it to coherent application in my days. Priorities for learning and action often compete and even conflict and I frequently feel like it's challenging to have the time or frame to step back and see the forest and the trees.

What was so powerful about the WASA Winter Conference was the opportunity to engage in learning that helped me see—and deeply experience—the forest and the trees in my work. The experience of high-quality learning, coupled with the alchemic combination of leadership and collaboration, left me feeling affirmed, challenged, inspired, and focused on my work. It was a chance to hear some of the best thinking in the field, in one place, at one time, in a conversation skillfully facilitated by Jenni Donohoo and Peter DeWitt, with thoughtful colleagues, with an expectation that this experience would result in direct impact in my work as a leader.

One of the guest speakers, Micah Snell, asked Timothy Shriver to speak about how our childhood experiences shape who we are today. The ensuing discussion grounded me right into the “feeling” part of learning; while this is my work, this is also how I, how we, show up as human in our days and in our impact on the humans in our schools.

With this frame, having “front row seats” to hear Linda Darling-Hammond describe the vision of what schools could—and should—be for our teachers and students became significantly more urgent, and in testament to her clear and compelling discussion with us, more possible. Her focus on the importance (and the supporting science) of relationships underscored the tenets of the schools our students need so that they can fully engage in rich, rigorous learning that empowers them on every level.

The alignment of Dr. Marc Brackett's presentation, where he led us, step by step, through understanding and managing our own emotional state, to understanding the leadership implications and impact, was again that powerful through line from personal reaction, to pedagogical understanding, to leadership action, to student impact.

To be transparent, I've heard all of the speakers present before and I definitely learned many good things in those other presentations. This time was different. The weaving together of complex topics, framed in personal experience, distilled through leadership conversations, deeply informed, and skillfully managed by Peter DeWitt and Jenni Donohoo, was powerful, and the learning has become a touchstone for me. The ability to connect with colleagues that day, and to continue to collaborate with them through the Instructional Leadership Academy, keeps my work centered and really, more joyful, and hopefully more impactful. Deep, relevant, and empowering learning is what we want for our students; I appreciate that the Winter Conference provided that for me.



*Jennifer Rose,
Associate
Superintendent
Instructional Services
at Lake Washington
School District.*

INGRID COLVARD REFLECTS ON FALL CONFERENCE

The Impact of Powerful Professional Development



8. Student/Adult Equity
7. Completely Student-Driven
6. Student/Adult Equality
5. Students Consulted
4. Students Informed
3. Tokenism
2. Decoration
1. Manipulation

WASA's Fall Conference—Leveraging Student Voice as a Lever for Excellence and Continuous Improvement with Dr. Tammy Campbell gave Superintendent Ingrid Colvard clarity and strategies she'll use to deepen the work flowing from Stevenson-Carson School District's strategic plan.

“I left with practical, actionable steps I can take each day to ensure our plan

- Utilizing Adam Fletcher and Roger Hart's Levels of Voice Ladder with her team to analyze the district's systems and identify the degree to which student voice is being utilized at a level they can celebrate and where they'll prioritize their continued efforts.
- Calendaring out month by month the actions they're taking to gather authentic student voice.
- Expanding the diversity of the students they hear from as part of their Superintendent Advisory and each school's Principal Advisory by rotating students throughout the year to hear from each student in their system.

“The Fall Conference's focus on a single topic and affordable registration fee, made it an outstanding investment in my development as a leader for the students, staff and communities I serve.” concluded Colvard.

is focused on the right goals and having the intended impact on our students,” said Colvard in an interview following her attendance at the conference. Leadership actions that will flow from what she learned include:

Stevenson-Carson School District serves 842 students and is located fifty miles from Vancouver in the Columbia Gorge.

Superintendent Ingrid Colvard has served as the district's superintendent since 2020.



WASA • WSSDA • WASBO LEGISLATIVE CONFERENCE 2023



ABOUT SIRS

Find out more about the benefits of becoming a SIRS member district.

SIRS is a nonprofit organization that provides data and information on school organization, administration, operation, finance, and instruction to specifically meet the needs of superintendents, central office administrators, principals, and school board members. SIRS contracts with WASA for management services. Andy Wolf, WASA's Assistant Executive Director for Administrative Services, serves as the SIRS Executive Director.

LEADERSHIP INFORMATION (LI)

LI is a series of monthly and quarterly articles that will help to shape and inform your educational leadership practice. These articles contain relevant school information research on the best practices

being utilized in today's educational setting. SIRS has partnered with Hanover Research to provide this service to our members.

SIRS SALARY SURVEY REPORTS

SIRS annually compiles and publishes a timely salary-and-benefits report of Washington's school employees in three parts: 1) administrators, 2) classified personnel, and 3) teachers. Only SIRS members can access the full online surveys. The Excel spreadsheets allow members to create specialized reports by grouping information for any position from any size district.

SIRS LEGISLATIVE HANDBOOK

SIRS Legislative Handbook is an annual guide to the Washington State Legislature. It provides school administrators and professional



School Information
and Research Service

associations with information about our state government including directories, website links and email addresses, legislative maps, and much more. The handbook is a valuable tool for participating effectively in the legislative process.

It is also an excellent addition for social studies classrooms and school libraries. The handbook is available [online](#) to SIRS members and can be downloaded and distributed to your staff.

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Andy Wolf, Assistant Executive Director | awolf@wasa-oly.org

WASA OFFICERS

PRESIDENT
Michelle Whitney, Pasco

PRESIDENT-ELECT
Mike Villarreal, Hoquiam

PAST PRESIDENT
Aaron Leavell, ESD 113

SECRETARY
Larry Francois, NCESD 189

TREASURER
Linda McKay, NCESD 171



FEATURING KIM FRY

WASA Employee Spotlight



In this issue, we're proud to spotlight our Professional Learning Coordinator, Kim Fry. Kim joined WASA in July 2022.

"It was a wonderful day in the history of WASA when Kim Fry chose to come to lead professional learning. She is genuine and authentic in her leadership approach which draws people into to a vision that supports student and staff learning. Kim is a blessing to our entire WASA membership!"

Mike Nelson

What does your job entail at WASA?

As Professional Learning Coordinator, I partner with Mike Nelson to meet member needs. I am responsible for projects like WASA Mentor Academy, Early Career Superintendent Academy, Aspiring Superintendents, and some conferences.

What do you like most about your job?

It's an honor to support the members of our association and to ultimately affect the work public schools are able to do. Of course, I also love my coworkers.

How has WASA changed since you first became a member?

WASA has learned to be more responsive to member needs. As an organization, we now offer many options to decide between based on content, delivery modules, and scheduling.

What is your favorite place in the world?

I've been lucky enough to travel often in my life—my father really enjoys traveling. But my favorite place is at home with my pets and family!

What do you like to do when you aren't working?

Travel and cook for extended family and friends.

What were you doing before being hired at WASA?

I was a superintendent at Rochester for 12 years.

Reflect on a past WASA employee.

The former WASA employee I'd like to reflect on is Shari Parsons. In her role as the Executive Assistant, Shari provided support to regional and state WASA leaders, so I had the great pleasure of interacting with Shari prior to my employment at WASA. Shari radiates warmth and acceptance. Her cheerful, can-do attitude left me knowing that WASA truly cares about providing each member an outstanding customer service experience. Shari extended this same graciousness to me as a new staff member, patiently helping me learn how WASA operates and welcoming me as a teammate. Her sparkling smile, contagious laughter, and attention to detail will be missed by all!

What is your favorite memory at WASA?

My favorite memory is Summer Conference 2022. We had to adjust quickly to COVID-related staffing shortage and watch everyone's willingness to step up and pitch in, in order to pull off an event.

Best vacation ever?

I really enjoy Europe—Italy in particular. I've been a couple times but the last time I went was 2016.

BECOME A LIFE MEMBER

*Stay connected after retirement
for a low, one-time fee.*

As you approach retirement and looking to the future, we hope you will continue your membership with WASA as a Retired/Life member for a one-time enrollment fee of just \$125. This membership will allow you to receive WASA publications, including conference notifications, newsletters, and legislative updates. You will also be able to participate in selected conferences with "meals only" charges. As you know, it is the members, individually and collectively, that make us a strong and vibrant organization. We are grateful for your support of WASA as an active member, and we look forward to your continued participation in WASA as a Retired/Life member. Thank you for considering a Lifetime membership.

MEETING THE CANDIDATES

2023-24 PRESIDENT-ELECT



Bob Maxwell
**SUPERINTENDENT
 PULLMAN PUBLIC SCHOOLS**

PROFESSIONAL EXPERIENCE

- Superintendent | Pullman PS (2017–Present)
- Assistant Superintendent | Pullman PS (2013–17)
- Adjunct Professor | Washington State University and University of Washington (2013–19)
- Executive Director Special Services | Bethel SD (2004–13)
- Principal, Elementary | Bethel SD (1996–04)
- Assistant Principal, Elementary | Bethel SD (1994–96)
- Teacher | Snowline Joint Unified SD (1991–94)
- Naturalist | L.A. County Office of ED (1986–90)

EDUCATION

- Doctor of Education | Washington State University
- Master of Education School Administration | Azusa Pacific University
- Bachelor of Science Fish and Wildlife Management | Utah State University

WASA SERVICE

- WASA Membership and Superintendent Committees
- WASA School Funding Coalition
- WASA Student Achievement Leadership Award 2022
- Leaders in Education Advancing Diversity Equity & Racial Justice (LEADER)
- WASA Project Leadership 1999

OTHER PROFESSIONAL ACTIVITIES & RECOGNITION

- WASA Student Achievement Leadership Award
- Superintendents Superior Service Award Bethel School District
- Pierce County Distinguished Principal Award
- Washington State University Professional Education (PEAB) Advisory Board
- Washington State University College of Education Advisory Board
- Washington State University Professional Educators Standards Board
- Pullman Chamber of Commerce Board Member
- Pullman Chamber Government Affairs Committee Member
- Whitman/Garfield Counties Interagency Coordinating Council Member
- Pullman Education Foundation ex officio board member



Kevin McKay
**SUPERINTENDENT
 SELAH SCHOOL DISTRICT**

PROFESSIONAL EXPERIENCE

- Superintendent | Selah SD (2022–Present)
- Superintendent | Sunnyside SD (2016–21)
- Superintendent | Zillah SD (2004–16)
- Principal, High School | Zillah SD (1998–04)
- Principal, Middle School | Zillah SD (1997–98)
- Assistant Principal, High School | Ocean Beach SD (1996–97)
- Teacher | Sunnyside SD (1988–96)

EDUCATION

- Certificate of Doctoral Course Work | California Coast University
- Superintendent Certification | Washington State University
- Master of Education Administration | Heritage University
- Bachelor of Arts Education | Central Washington University

WASA SERVICE

- WASA Member
- WASA/AASA Federal Legislation Liaison
- WASA Legislative and Finance Committee
- WASA Board Liaison–WIAA
- WASA Region 105 President

OTHER PROFESSIONAL ACTIVITIES & RECOGNITION

- Horace Mann League, Member
- ESD 105 Superintendent Instructional Leadership Academy, Member
- Heritage University Professional Educator Standards Board, Member
- WIAA Superintendent Advisory, Chair
- WIAA Parent Advisory, Chair
- Yakima Valley Technical Skills Centers Advisory, Member
- Washington Achievement Award
- National Commitment to Music Award
- WASA Award of Merit

Online voting will take place August 1–13, 2023. Please watch your email for the e-ballot. Your participation in this important election is highly encouraged.



APRIL

April 20

WSLA Superintendent Walk
8:30–11:30 a.m. | ESD 113

April 20

Aspiring Central Office Leadership Academy
9–11 a.m. | Zoom

April 25

Inclusionary Practices Project PDP Support
Session 7 of 8
8:30–10:30 a.m. | Zoom

April 27

Instructional Leadership Academy
Regional Leaders
8:30–11:30 a.m. | Zoom

April 28

PLC At Work Workshop
Cohort 1
8:30 a.m.–3:30 p.m. | Zoom

April 29

Women in Leadership In-Person Conference
Campbell's Resort | Chelan, WA

April 30

Mentor Academy
Session 7
8:30–10:30 a.m. | Chelan, WA

April 30

Early Career Superintendent Academy
Session 7
9:30–11:30 a.m. | Chelan, WA

April 30–May 2

Superintendents Conference
Campbell's Resort | Chelan, WA

MAY

April 30–May 2

Superintendents Conference
Campbell's Resort | Chelan, WA

May 4

Special Education Director Academy
Session 7
8:30–10 a.m. | Zoom

May 4

Book Study: *Lighthouse Effect* by Steve Pemberton
Session 1
4–5 p.m. | Zoom

May 5

Instructional Leadership Academy
Regional Leaders
8:30–11:30 a.m. | Zoom

May 11

WSLA Coaches Workshop
8:30–11:30 a.m. | Zoom

May 11

Instructional Leadership Academy
Statewide Workshop 6
8:30–11:30 a.m. | Zoom

May 11

Instructional Leadership A
Optional Lunch with WASA
11:45 a.m.–12:45 p.m. | Zoom

May 12

Women in Leadership Lunch and Learn
12–1 p.m. | Zoom

May 16

Transforming the Trend:
*The Evolution of Sexual Assault and
Molestation in Schools from Complacency to
Prevention and Survivor-focused Compassion*
8:30 a.m.–3 p.m. | Zoom

May 18

Inclusionary Practices Project
DTF Support | Session 8 of 8
9–11 a.m. | Zoom

May 18

Aspiring Central Office Leadership Academy
9–11 a.m. | Zoom

May 18

Book Study: *Lighthouse Effect* by Steve Pemberton
Session 2
4–5 p.m. | Zoom

MAY (Cont.)

May 19

Inclusionary Practices Project
PDP Support | Session 8 of 8
8:30–10:30 a.m. | Zoom

May 23

PLC At Work Workshop
Cohort 2
8:30 a.m.–3:30 p.m. | Zoom

May 24, 25

Inclusionary Practices Project
District Leadership Team | Session 4 of 4
8:30 a.m.–3:30 p.m. | Zoom

May 31

Aspiring Superintendent Academy
Session 10
8:30–11:30 a.m. | Zoom

JUNE

June 1

Book Study: *Lighthouse Effect* by Steve Pemberton
Session 3
4–5 p.m. | Zoom

June 6

Special Education Director Academy
Session 8
8:30–11:30 a.m. | Zoom

June 7

Instructional Leadership Academy
Regional Leaders Meeting 8
8:30–10 a.m. | Zoom

June 8

Instructional Leadership Academy
Statewide Spring Conference
8:30 a.m.–3:30 p.m.
Four Points by Sheraton Seattle Airport South

June 14

Aspiring Superintendent Academy
8:30–11:30 a.m. | Zoom

June 23

WSLA Summer Workshop
8 a.m.–3:30 p.m. | Grand Hotel, Spokane

June 24

WASA/AWSP Summer Pre-Conference
Davenport Grand Hotel and Convention Center, Spokane

June 25–27

WASA/AWSP Summer Conference
Davenport Grand Hotel and Convention Center, Spokane

Professional Learning Opportunities

Continue your professional learning and growth with conferences, academies, and workshops from WASA Professional Learning. Find more at wasa-oly.org.

